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ABSTRACT

The Education Voucher Demonstration, begun in Alum Rock in 1972, is a large-scale social intervention with a wide range of social, political, economic, and educational objectives. This document is one of three such papers describing the educational aspects of the demonstration program which involved six public schools, 22 "mini-school" programs, approximately 3,900 students, and 126 classroom teachers. The special objective of this particular report is to document the basic character of the educational programs available in the first year of the demonstration. These descriptions are a by-product of the information gathering effort to document the first year's instructional strategies and resource use, and are based on discussions with mini-school faculties, supported by some observation of classroom activities. Teachers supplied information about instructional materials and field trips, using printed forms; and two staff members did all the classroom observation using a prestructured checklist. Program goals were taken from the mini-schools' own descriptions, and other descriptions were developed from checklists and discussions with teachers. Examples of the iterations involved in developing each program description are included. (Author)

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DESCRIPTIONS OF THE 1972-73 MINI-SCHOOL PROGRAMS IN THE ALUM ROCK VOUCHER DEMONSTRATION

M. L. Rapp and J. M. Wuchitech

ANALYSIS OF THE EDUCATION VOUCHER DEMONSTRATION

A WORKING NOTE

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PREFACE

The Education Voucher Demonstration is a large-scale social intervention with a wide range of social, political, economic and educational objectives. The demonstration began in Alum Rock, California, in September 1972. Funded initially by the Office of Economic Opportunity, it is currently supported by the National Institute of Education. The voucher model originally considered by OEO included both public and private schools. The model currently being tested in Alum Rock differs from this plan in that only public schools participate in the project. Six schools were in the demonstration in 1972-73, with seven additional schools joining for the 1973-74 school year.

Since April 1972, Rand has been performing a wide range of study and analysis tasks related to the demonstration. The objectives of Rand's work include:

- Documentation of events and outcomes in the demonstration;
- Analysis of social, political, economic and educational impacts of diverse aspects of the demonstration;
- Delineation of secondary impacts such as organizational changes and instructional innovations; and
- Identification of implications of the voucher concept for federal, state and local education policies.

This Working Note was prepared pursuant to NIE Contract B2C-5326, and is one of a series of Notes that are published from time to time on selected analysis topics. The Working Note series is designed to transmit preliminary research results to NIE, and should <u>not</u> be interpreted as presenting definitive conclusions about voucher demonstration outcomes.

For readers interested in additional background on the origins and concept of the voucher demonstration, or the work being performed by Rand, a brief bibliography has been included.

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I. INTRODUCTION

This document is one of three Working Notes describing educational aspects of the Educational Voucher Demonstration in Alum Rock, California in 1972-73. The demonstration involved six schools and twenty-two "mini-school" programs, approximately 3900 students* and 126 classroom teachers.

In the spring of 1972 each mini-school faculty collaborated on a brief prospectus for distribution to parents, summarizing the character and emphasis of their program. The descriptions were written under severe time constraints in order to get them to parents by late spring, and at the same time were the basic vehicle for providing information to parents about what the schools would be offering during the forthcoming school year. It was from these descriptions that parents and students, in the spring and summer of 1972, made their initial choices of mini-schools.

The objective of this note is to document, in one report for ease of reference, the basic character of the educational programs available in the first year of the demonstration. The descriptions are a by-product of the information gathering effort conducted to document the first year's instructional strategies and resource use, and are based on discussions with mini-school faculties, supported by limited observation of classroom activities--approximately half a day in each of the classrooms. In WN-8403-NIE, *Instructional Aspects of the 1972-73 Mini-School Programs in the Alum Rock Voucher Demonstration*, the differences and similarities of the programs are discussed in detail. WN-8404-NIE, *Resource and Budgetary Impact of the Alum Rock Voucher Demonstration in 1972-73*, describes the allocation of resources by each of the mini-schools and their six host schools.

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*This is an end-of-year figure; it does not differ substantially from averages over the course of the school year.

Classroom observation is generally construed to be a process in which an observer tries to relate a set of teacher and/or student behaviors to a set or sub-set of educational outcomes. This was not the purpose of Rand's classroom observation activities. In this case, the intent was to gather information necessary to document the educational offerings available during the first year of the voucher demonstration. The observation was essentially a back-up activity, carried out so that there was reasonable certainty that information gathered about programs was accurate. Sampling in breadth (brief observation in every classroom) rather than in depth (extensive observation in some classrooms) was selected as the means most likely to provide accurate program information.

Since there are 175 instructional days in the school year, half a day spent in a classroom represents only a fraction of a year's activities and can only support information gained from other sources. It is nevertheless a practical way to capture the flavor of a program. If resources cannot be committed to both intensive and extensive classroom observation, there are two alternatives available. One alternative concentrates observation on a small sample of classrooms. When the concern is with programs comprised of multiple classrooms, this can lead to erroneous conclusions because of variability in teacher implementation of the program. The other alternative--that selected by Rand--is to sample as many classrooms as possible for short periods of time, and to rely on several impressions in order to form a general opinion.

Meetings held with the mini-school faculties in the spring provided the additional information needed to describe the programs. The meetings were highly structured in terms of the questions they addressed. Some were factual--i.e., the numbers of aides used in the program and the program's use of community resources. Others were specific to a program, and touched on such areas as individualization of instruction, use of "contracts," or other strategies adopted to meet instructional objectives. Mini-school faculties did not know in advance what topics would be covered. The Rand staff members conducting the meetings felt that responses were frank and honest. In addition, these were group

discussions in which teacher responses were sharpened by the contributions of their colleagues. These factors generated confidence in the overall accuracy of the information obtained.

On the whole, few substantive changes were made in the descriptions that had been drafted on the basis of classroom observations. The bulk of the additions documented relatively minor changes that occurred in programs during the school year. After the final versions of the program descriptions were written at Rand, they were compared with the descriptions originally sent to parents in the spring of 1972 by the mini-school faculties. *No gross discrepancies were observed between planned activities as described by teachers in the spring of 1972, and activities actually implemented during the 1972-73 school year.*

Data Collection

Teachers supplied information about instructional materials and field trips, using printed forms, and discussions were held with each mini-school faculty to obtain additional information. The checklist developed for use in classroom observation is shown in Appendix A. The information package used to collect supplementary information during the meetings with mini-school faculties is shown in Appendix B.

Two staff members did all the observation, using the checklist. Half a day was spent in most classrooms, and in a few classrooms, one class period. Teachers had the option of refusing permission to visit their classrooms. If a teacher was absent, the substitute was never observed. Of the 126 classrooms in the voucher demonstration, 103 were observed. The schedule of observations is shown in Table 1.

After each program had been observed a preliminary description was written. Program goals were taken from the mini-schools' own descriptions which had been sent to parents in the spring of 1972. The rest of the descriptions were developed from the checklists and from informal discussions with teachers during the days of classroom observation. These descriptions included a great amount of detail that was omitted from later versions. They were intentionally very

Table 1

SCHEDULE OF CLASSROOM OBSERVATION

Date	School	Mini-School
Oct. 25-27	Cassell	Cultural Arts
Oct. 31 - Nov. 1	Pala	Fine Arts
Nov. 2	Goss	7th Grade School
Nov. 29	McCollam	Enrichment
Nov. 30 - Dec. 1	Miller	Academic Skills
Dec. 8	Meyer	Fine Arts
Jan. 17	Cassell	Kindergarten
Jan. 18-19	Pala	Three R's Plus
Jan. 30-31	Goss	Developmental Reading
Feb. 1-2	McCollam	Continuous Progress
Feb. 6	Meyer	School 2000
Feb. 15-16	Miller	Individualized Learning
Mar. 6	Cassell	Daily Living
Mar. 7	Pala	Math-Science
Mar. 8	Pala	Creative Arts
Mar. 13-15	McCollam	Individualized Learning
Mar. 22	Miller	Multi-Cultural
Mar. 23	Cassell	Traditional Plus
Mar. 27-28	Meyer	Basic Skills
Mar. 29	McCollam	Traditional
Mar. 30	Meyer	BRL Sullivan
Apr. 4	Goss	Activity Centered

specific to insure that the nature of the program had been understood, and to check the observations against teacher perceptions.

Prior to a series of spring meetings which began on April 25 and continued through June 11, copies of the preliminary descriptions of their programs were sent to mini-school faculty members, together with forms requesting additional information. At the meetings, the program descriptions were reviewed with Rand staff and brought up to date where necessary. The schedule of mini-school faculty meetings is shown in Table 2.

A second, interim description was then written, incorporating changes and including documentation of field trips, major instructional materials used in reading and arithmetic, special projects, the allocation of instructional time by subject, and major program changes between September 1972 and June 1973. The information from this description forms the data base for the more detailed discussion of instructional aspects of the programs (reported in WN-8403-NIE).

Table 2

SCHEDULE OF MINI-SCHOOL FACULTY MEETINGS

Date	School	Mini-School
April 25	Goss	Developmental Reading
26	Meyer	Fine Arts
27	Pala	Three R's Plus
May 2	Pala	Math-Science
3	Pala	Creative Arts
10	McCollam	Traditional
11	Cassell	Kindergarten
14	McCollam	Continuous Progress
16	Cassell	Cultural Arts
17	McCollam	Individualized Learning
18	Cassell	Daily Living
21	Meyer	School 2000
22	Meyer	BRL Sullivan
23	Goss	Activity Centered
24	Miller	Individualized Learning
30	Miller	Multi-Cultural
31	Pala	Fine Arts
June 1	Goss	7th Grade School
6	Meyer	Basic Skills
7	Miller	Academic Skills
8	Cassell	Traditional
11	McCollam	Enrichment

A third and final description was written for each mini-school program, in order to provide a summary record of major program characteristics for the first year of the voucher demonstration in Alum Rock. This document presents those descriptions.

Two examples of the three iterations involved in developing each program description are shown in Appendix C.

II. PROGRAM DESCRIPTIONS

The final versions of the twenty-two mini-school programs are included in this section. While they are brief, they are more detailed than the program synopses appearing in WN-8403-NIE, *Instructional Aspects of the 1972-73 Mini-School Programs in the Alum Rock Voucher Demonstration.*

CULTURAL ARTS: Cassell School

PROGRAM GOALS

A major goal is to give each child an awareness of different cultures. Additional goals are that children will develop feelings of success, will increase their knowledge of basic academic skills, and improve their social skills and self-images.

PROGRAM HIGHLIGHTS

The cultural arts program offers students an opportunity to study various cultures through different media--art, music, drama, cooking, crafts, sewing, and field trips. Cultural arts have been woven into the curriculum, particularly social studies, music, and art. Members of the community have taught mini-lessons on various aspects of the cultures studied. Cultural units have included Indian, European, American, Black and Asian studies.

Several aides participate in the program. One aide works primarily with reading in the primary grades; others assist with academic classes, activity periods, or clerical duties. Nine high school tutors also work with students in math and reading classes. A Spanish teacher comes to each classroom for 15 minutes daily to present a Spanish lesson. A music teacher goes to each classroom for approximately one-half hour per week. In addition, student teachers have participated in the program. Staggered arrival times are used to facilitate smaller and more homogeneous reading groups.

The Fountain Valley Diagnostic Reading program is used throughout the mini-school, in addition to Harper & Row state texts. In math, Modern School Mathematics and SRA materials are used in the early grades; the Mayne-Ferguson Math program in grades 5 and 6.

All classes went on field trips to Seacliff Beach, the San Francisco Zoo, Frontier Village, Oak Meadow Park, and the Christmas Tree Farm, as well as to see the "Magic Nutcracker" and an Indian pow-wow. In addition, the younger children went to Marine World and Chinatown; the upper grades to the Egyptian Museum, Japanese Tea Gardens, Buddhist Temple, and the San Francisco Aquarium.

DAILY LIVING: Cassell School

PROGRAM GOALS

The objective of the program is to prepare children to live effectively in our society. Real-life activities are designed to develop children's understanding of themselves, their family, and their environment. Emphasis is placed on helping students develop self-reliance and take responsibility for their own actions.

PROGRAM HIGHLIGHTS

Basic academic subjects (reading, math, writing, science, and social studies) are taught with an emphasis on the skills necessary for daily living.

Students spend the first several class periods each day working on basic academic subjects. Real-life activity classes are held for 70 minutes per day, four days a week. Each unit lasts from four to six weeks, at the end of which new activities are offered and students again select a class. Activity classes have featured sewing, gardening, cooking, woodshop, dancing, camping, knitting, math games, Spanish, drama, tutoring, choir, stage decorations, arts and crafts, and physical education. Separate classes are organized for primary and upper elementary students. Staggered arrival times are used in the upper grades to promote smaller and more homogeneous instructional groups.

The Fountain Valley Diagnostic Reading Program is used in grades one to four in addition to the Open Court program. In math, state texts are supplemented by the Greater Cleveland math program and Sullivan materials.

The entire program went on field trips to the Planetarium, Marine World, Pumpkin Farm, Tortilla factory, and Frontier Village, as well as an all-day picnic. In addition, the younger children went to the Oakland Zoo, San Francisco Zoo, and took a cruise of San Francisco Bay. Upper grades visited a lumber company, grocery store, and went fishing.

Children who signed up for camping went on three one-day camp-outs and two overnights. Prior to the trips they learned about first aid, nutrition, menu planning, and outdoor cooking.

TRADITIONAL PLUS: Cassell School

PROGRAM GOALS

Students will develop basic learning skills, social skills, self-discipline, and self-respect.

PROGRAM HIGHLIGHTS

The Traditional Plus program, slanted towards insuring future school success, emphasizes basic learning skills in an atmosphere in which students are taught at their own pace.

Diagnostic tests are used to determine students' appropriate level of instruction. Contracts, learning centers, tutoring, audio-visual materials, and field trips are used to enrich the program. Students occasionally change classrooms if their abilities in some subject are closer to the level of the students in another class. Staggered arrival times are used to facilitate smaller, more homogeneous groups and more individualized attention. When a teacher feels that a class has worked especially well for some period of time, a "free period" is designated, during which students are able to pursue learning activities of their own choice.

Several part-time aides rotate among the classrooms, working with small groups of students or performing clerical duties. Approximately forty high school tutors have spent one-half hour per day, twice a week, working with students. Cross-grade tutoring has been used extensively and parent volunteers have assisted in reading classes for two hours each day. A folk-dancing teacher has also volunteered time to the program.

State texts form the basis for the reading program, supplemented by SRA materials, and in the fourth and fifth grades Fountain Valley diagnostic tests. In math, also, state texts are supplemented by SRA materials.

The entire mini-school went on field trips to the San Francisco Zoo, Frontier Village, Ed Levin Park, and to see "Sounder." Other trips participated in by different groupings of children were to Marine World, Steinhardt Aquarium, Oakland Museum, and San Juan Bautista. The sixth grade had a two-day camping trip to Mt. Madonna.

KINDERGARTEN: Cassell School

PROGRAM GOALS

The Kindergarten program goal is to expose children to as many different experiences as possible. It is hoped that this exposure will be of help to parents and children in selecting future programs that best meet each student's needs. Program objectives include helping the students make progress in the following areas: group living, work habits, self-expression, physical development and coordination, general readiness, reading readiness, mathematics readiness, and basic learning style.

PROGRAM HIGHLIGHTS

There are four classrooms in the Kindergarten program; two classes are held for three hours in the morning (8:30-11:30) and two are held for three hours in the afternoon (12:00-3:00). The four teachers in the program are each responsible for teaching one of the classes during the morning or afternoon and assist in another classroom during the remainder of the day.

At the beginning of the year students were given tests in order to determine their classroom placement. Parental requests for a.m. or p.m. sessions were also considered.

Aides assist with instruction in reading and math groups and help with supervision during art and recreational periods. Team teaching is also utilized. The Cassell reading specialist works (with some groups of students) on beginning reading exercises. Two high school tutors spend 25 minutes twice weekly in the classrooms, and several sixth-grade tutors have assisted with reading classes twice weekly. Some parents have occasionally volunteered assistance to the program.

The weekly cooking lesson features recipes from many different cultures. The culture from which each recipe is taken is then studied.

Prereading and reading instruction relies heavily on Kindergarten Keys material as well as the SWRL reading program. Kindergarten Keys is also the main instructional program used in math.

Included among the field trips were the Pumpkin Farm, Reid-Hillview Airport, the San Francisco and Oakland zoos, and Marine World.

ACTIVITY CENTERED: Goss School

PROGRAM GOALS

The program attempts to develop the student's intellectual, physical, social, and emotional potential. Activities, learning centers, open classrooms, multiage groupings, and individually guided education are used to implement these goals. Competence in reading, writing, and mathematics is developed through various activities.

PROGRAM HIGHLIGHTS

Instructors work in teams composed of at least one male and one female teacher. This team composition was initiated in order to provide students with opportunities to spend time with teachers of both the same and opposite sex. Teachers in a team generally have classes similar in age and needs.

One period each day is devoted to the activity class. During this time students work on the activities of their choice. Some of the activities that have been included are the following: science experiments, art, crocheting, sewing skills, embroidery, language building, SRA individual reading, multiplication games, wrestling, map making, woodwork, pumpkin art, and handwriting. Each team of teachers plans a variety of activities suitable to the needs of their students. If one of the activities they have developed is especially appealing to a student from another team, the student is allowed to participate.

The activity period supplements the regular curriculum; activities are occasionally planned to illustrate academic lessons (science experiments, multiplication games, etc.). In addition, students often choose to work on an academic assignment during the activity class.

Staggered arrival times are used to facilitate smaller class size and more homogeneous grouping for reading and math. Individual work and contracts are also used extensively. A number of part-time instructional aides are used in the program. In addition, some parents occasionally assist with activity classes and one parent assists with reading classes. A high school tutor spends two hours a day,

three days a week, helping in a kindergarten class; in addition, several fifth- and sixth-grade students help with activity periods in primary classrooms.

In addition to many of the SRA materials, the reading program relies on Lippincott and Harper & Row materials. Math makes use of state texts plus Cuisinaire Rods, Neufeld Blocks, and Sullivan math.

All the children in the program went to Steinhardt Aquarium and on a two-day camping trip to Big Basin. Among other places, primary children visited the San Francisco Zoo, Alum Rock Park, and the Maritime Museum, and saw "Charlotte's Web." Older students went to Angel Island, the beach, and saw both "Sounder" and "The Sound of Music."

Besides the special activities, the younger children learned a Mexican dance for Cinco de Mayo; older children learned folk dances, and all of them had some experience with Japanese cooking.

SEVENTH GRADE SCHOOL: Goss School

PROGRAM GOALS

Program goals include helping the students acquire solid academic skills, self-awareness, pride, and a sense of responsibility and independence. Other fundamental goals include helping the students develop the analytical and decisionmaking skills they will need to be functioning members of society and to help them develop an appreciation of the cultural arts, the environment, and a sense of the responsibilities of citizenship.

PROGRAM HIGHLIGHTS

The Seventh Grade School offers a number of special programs designed to provide students with experience in the area of their choice. Courses offered this year included journalism skills, consumer education, creative arts, vocational education, law enforcement, first aid, and sports. These courses involved extensive use of community resources such as parents, local industries, health facilities, law enforcement agencies, public agencies, and vocational plants.

Students registered for the program of their choice. The following choices were included:

1. Language arts--emphasizes journalism skills and gives students experience with a local newspaper and the school newspaper and yearbook.
2. Consumer education--students are prepared to become intelligent consumers through exposure to the American economic system (earning and spending, insurance, home buying and purchasing of food, clothing, furniture, appliances and automobiles).
3. Creative arts--exposes students to various art media or to dance. Students choose the area on which they wish to concentrate their efforts.

4. Vocational education--provides students with actual work experience in a variety of areas such as auto mechanics, body and fender, woodshop, metal shop, drafting, electronics, grocery checking, welding, and office skills. Students spend two hours per day, four days per week, at the Opportunity Industrialization Center and work in pairs on these projects.
5. Law enforcement program--designed to give the students knowledge of the law enforcement agency and its relationship to the community. Included in the program are field experience with an officer, physical fitness requirements, law, investigation methods and procedures, responsibilities of citizens, the role of the police officer, utilization of law enforcement equipment, and a presentation and discussion of workaday problems.
6. First-aid--students are trained in first-aid techniques.

Several part-time aides have been involved in the program, assisting primarily with instruction in reading and math. An administrative intern spent 1-1/2 hours each day helping with contracts and bills. A high school tutor spent 1-1/2 hours daily working with the program for one semester, and informal peer tutoring was also used. Some team teaching was used in math classes.

In addition to several California reading series, SRA materials were used. In math state texts were supplemented by Sullivan and SRA materials.

Field trips included a distributing plant and model homes development plus "Sounder," "Sound of Music," and "Charlotte's Web" in addition to a two-day camping trip to Lake Tahoe.

DEVELOPMENTAL READING: Goss School

PROGRAM GOALS

The emphasis of the program is to meet the needs of individual students, to develop their reading and communication skills, and to foster feelings of pride and self-worth.

PROGRAM HIGHLIGHTS

Oral and written communication are stressed. Classes are non-graded in reading and math, with students grouped on the basis of diagnostic tests. A program previously successful at Goss, that provides step-by-step methods of learning basic reading skills is used.

Four aides who spend an hour and a half daily in each classroom are helping with instruction in reading and math. Student tutors from the fifth and sixth grades are used extensively in the kindergarten and primary grades. They are selected by their teachers because they can both keep up with their own work and can benefit from helping the younger students. Student tutors meet with the teachers to establish standards of behavior and the teachers provide them with tutorial instructions and supervision. Several high school students work with some students in primary classrooms; they receive academic credit for their work. A reading specialist and a speech therapist are available several hours each week. Staggered arrival times are used throughout the program to facilitate smaller, more homogeneous reading groups.

The reading component makes extensive use of SRA, MacMillan, and Harper & Row materials as well as the Total Reading Program. In math, State texts are supplemented by Geo-boards, Neufeld-Lucas kits, and Clock Arithmetic.

All students in grades 1 through 6 saw "Sounder" and the "Sound of Music." Other trips included the San Francisco Zoo for all primary grades; the Oakland Museum, Aquarium, and the Santa Clara Mission for most of the upper grades.

Special projects included a sixth-grade class play, Cinco de Mayo activities, ecology projects, and cooking.

In the fall, teachers held an elective program for one week. Students chose courses in drama, macrame, crocheting, cooking, art, creative dancing, carpentry, and puppets. The elective class lasted for one hour daily.

Reading and math workshops have been held for parents to familiarize them with the program and to enlist their aid in working with their children on homework assignments.

TRADITIONAL: McCollam School

PROGRAM GOALS

Students will develop a good self-image, self-discipline, and respect for each other, teachers, and the total school community. They will also learn to tolerate individual differences and will develop a love of learning and willingness to achieve.

PROGRAM HIGHLIGHTS

The program concentrates on developing an academic curricula in the basic subjects. Group activity experience along with a highly structured traditional approach to education is provided.

Two part-time instructional aides rotate among the classrooms, spending one hour in each classroom daily. A work-study student from a local college assists with bilingual education several hours each week, and a graduate student presents math logic classes to fifth-graders several days a week; this is part of Project SEED developed at Berkeley. A music teacher is available to the program on a rotating basis and a speech therapist works as necessary with students in the program. A high school tutor and a Share student have worked in the program, and several parents have assisted in a number of classrooms.

On Fridays students participated in an Interest Day that lasted for one period. They signed up for one of the activities offered: grooming, tumbling, boys' sports, girls' sports, small tools, art projects, folk dancing, puppet making, and stitchery. Every four weeks they signed up for a new activity. Interest Day was a joint undertaking with the Individualized Learning School.

In addition to State texts, SRA materials were used extensively in reading and Economy Co. lessons supplemented the math program.

Major field trips included the Japanese Tea Garden, planetarium, aquarium, and zoo in San Francisco, Mission San Juan Bautista, the Oakland Zoo, and BART.

ENRICHMENT: McCollam School

PROGRAM GOALS

Major program goals include helping students to master basic academic skills as they also increase their social skills and capacity for self-expression (demonstrated through art, writing, and speech), among other activities. They are also to enhance their memory span, develop the capacity to define and analyze problems and develop alternative solutions, and increase individual creativity. Classroom activities will help students gain leadership skills and acquire knowledge by developing research skills.

PROGRAM HIGHLIGHTS

The enrichment program is a blending of district-identified and self-identified gifted students. Children are encouraged to be self-directed and independent. To this end, individual work and contracts are used extensively, with students being guided in setting their own goals. The program uses a variety of resources to achieve their goals, including teachers, parents, and materials. Many parents have volunteered their expertise in leading activities in such areas as art and science.

Students were given placement tests at the beginning of the year to determine the appropriate level at which to begin work in basic skills. Progress is evaluated by the teacher and student as often as necessary. The student has a large role in determining his assignment; he estimates the amount of work he can accomplish in a given time. Together with the teacher, students evaluate their own progress. They do not advance to a new unit until they have mastered the previous unit.

Students work on a number of research projects. They also spend a significant amount of time each day in classroom business designed to encourage leadership skills. Rotating members of the class are assigned the responsibility of leading class meetings, and conducting morning opening procedures such as the salute to the flag and giving the weather report.

Teachers have observed several interesting phenomena thus far:

o Some of the children enrolled by their parents have been discovered to be capable of performing quite well in this program. These children would probably not have been identified or placed in a gifted program using normal enrollment procedures.

o The individualized nature of the program has enabled a large number of the students to progress far beyond the level they would be working at were they in a more traditional program.

o Feelings of competitiveness among students seem to be less visible. This may be happening because more responsibility has been placed on each child to set his own goals and to work at the pace most comfortable for him. In addition, students who are far ahead in one subject may not be so in another.

o Students are allowed to progress to higher or broader levels of work in a subject area only when they have displayed their competence.

The mini-school faculty requested that information regarding field trips and instructional materials not be included in the summary program description.

CONTINUOUS PROGRESS LEARNING: McCollam School

PROGRAM GOALS

The program attempts to provide an environment that permits flexible learning situations for all children. It is designed to include the basic academic skills and socialization skills a student should master between kindergarten and the fifth grade. Program objectives include giving children an opportunity to study subjects in which they can be successful and enhance their self-image, developing positive social relationships with children who vary in age and cultural background, instilling a desire to explore, observe, and question the environment, and developing the ability to locate materials and to organize and use time and information effectively.

PROGRAM HIGHLIGHTS

Classes are non-graded; students are grouped for reading, language arts and math according to their skill level. Three instructional aides assist in each classroom for one or more hours daily. They help primarily with reading, language arts, and math. The kindergarten teacher also teaches reading and language arts to a group of children for two hours daily. An additional half-time teacher was hired to help reduce class size in reading, language arts and math. A speech therapist and music teacher are also available to the program. Reading classes are staggered in order to facilitate smaller and more homogeneous instructional groups.

During a daily homeroom period, students are able to pursue a variety of interests for which there is no other provision in the curriculum (e.g., listening to stories on cassette earphones, sewing, playing games). In addition, this period is also used for teacher-initiated activities to meet perceived needs, such as role playing, class discussions, dramatic activities, sharing, problem solving, socialization, and DUSO (Developing Understanding of Self and Others).

The program also has a parent advisory board which sits in on personnel interviews, and assists with expenditure decisions, priority lists, and reports on community response.

Multicultural experiences are provided through social science, music, art, crafts, folk dancing, and language. Cultures studied have included Indian-Americans, Native Americans, Black Americans, Mexican-Americans and Peoples of the Pacific.

In addition to state texts in reading; heavy use is made of SRA and BRL Sullivan materials. In math SRA and Creative Publications materials supplement state texts.

Some of the field trips include the Oakland Zoo, San Francisco Aquarium, Alaska Trade and Travel Show and the Academy of Sciences Museum. The primary grades went to an animal farm and to the Pumpkin Farm, among other trips.

The entire program participated in a Mexican Cultural Program presented for parents as well as a Cinco de Mayo puppet show.

INDIVIDUALIZED LEARNING: McCollam School

PROGRAM GOALS

This program encourages each student to progress independently, make meaningful decisions and realize happiness through successful involvement in school. The needs and interests of each child are considered, in order that he may be successful at his social and academic level.

PROGRAM HIGHLIGHTS

The program staff hired consultants from another local school with an individualized program to help develop the individualized curriculum. The objective of individualizing instruction is being reached in stages. Reading and language arts were individualized first, followed by math. Contracts are being used in some of the classes. Diagnostic tests administered in the fall were used to determine students' initial skill levels. A number of learning centers have been created in each classroom, utilizing equipment such as cassette recorders with headphones, a TV with headphones, readers, educational games, and art supplies. Students work in these centers on an individual basis. Staggered arrival times are used to facilitate smaller class size in reading. The program cooperated with the Traditional Program to provide Interest Day activities for students each Friday.

A number of parent volunteers assist with field trips, reading, and clerical duties. Some cross-grade tutors are used and two high school tutors have helped students with reading. A music teacher comes to each classroom twice monthly, and the speech therapist has worked with some students. Four student teachers taught in the program for a semester.

Sullivan materials and DISTAR are used in the reading program in addition to the state readers. In math, state texts are supplemented by SRA Computapes and Readers Digest Math Concepts.

All students in the program were taken to see "Sounder." In addition, major field trips in the primary grades included BART, the Oakland Zoo, the Aquarium and a beach trip. Elementary students visited, among other places, the Presidio and Fort Point, Japanese tea garden, Oakland Museum and San Juan Bautista.

BASIC SKILLS: Meyer School

PROGRAM GOALS

Students will gain a better understanding of each subject and a love for learning. In all subjects, efforts will be made to give each student a positive outlook on himself and his world, on his attitude toward school and toward others.

PROGRAM HIGHLIGHTS

All academic skills are emphasized in this program, as well as social, motor, and auditory skills. Twice each month, teachers offer Friday activity classes that include art projects, mosaics, bingo (color and shape), gardening, music and a lesson on dinosaurs. Students are involved in selecting activities.

Some special education students spend a large portion of the day in basic skills classrooms. Several teachers use contracts to supplement regular instruction. Individualized instructional materials are used in reading and math in some classrooms, and in perceptual exercises in kindergarten and first grade. Staggered arrival times are used to facilitate smaller and more homogeneous groups in reading.

Five aides each spend three hours daily in the classrooms. They assist primarily with reading, language arts, and math classes. Parent volunteers have assisted with activities, clerical duties, art, and special projects. Cross-grade tutoring and peer tutoring are both used throughout the program. In addition, three high school tutors worked with students for a portion of the year. The reading specialist also trained some 5th- and 6th-grade students to help with SWRL activities.

The DISTAR program is used extensively in grades K-2; Sullivan is used throughout the program, supplemented by state texts. In math state texts are used in most classes, plus Neufeld blocks and Sullivan materials.

Field trips included the Pumpkin Farm, San Francisco aquarium, the San Francisco Academy of Sciences, Marine World, and ice skating. One 5th- and 6th-grade class had a three-day trip to Yosemite.

SULLIVAN BRL: Meyer School

PROGRAM GOALS

The Sullivan program strives to provide a full range of opportunities for the child to progress academically, socially and emotionally within his abilities. The goals are improved reading and mathematics ability, enhanced self-image, and greater parent/community involvement.

PROGRAM HIGHLIGHTS

The program uses the language arts and math curriculum developed by Behavioral Research Laboratories, plus supplementary materials. Each student does a great deal of self-paced individual work, advancing to new units only when his test results at the end of a unit indicate mastery of the materials covered. Although reading, language arts and math are emphasized, social studies, science, physical education, art and music are also included in the program.

An aide assists in each classroom for three hours daily, primarily with reading instruction. Cross-grade tutors (5th and 6th graders) assist with some of the Friday activity classes, helping to plan and supervise the activities. These classes may feature reading or math games, art, nature walks, or cooking. Some students occasionally choose to continue their work on reading or math contracts during these activity periods. Staggered arrival times are used for reading classes in order to facilitate smaller class size and more individualized instruction.

Major field trips for all students in the program included Frontier Village. All grades except the Kindergarten also went to the San Francisco Zoo, and the Kindergarten went to Marine World and the Pumpkin Farm.

FINE ARTS: Meyer School

PROGRAM GOALS

Students will develop self-understanding, basic learning skills, awareness of likes and differences, creative expression, and the concept of aesthetic values as integral parts of their lives.

PROGRAM HIGHLIGHTS

Arts and crafts activities are a major feature of the Fine Arts program. During the first part of each month, students choose projects to work on; for the rest of the month they develop the particular art or dramatic project they have chosen. Some of the projects that have been included are weaving, sculpture, collage, decoupage, puppetry, drama (plays), dance, candlemaking, model houses, papier mache, watercolor paintings, and making Christmas ornaments and replicas of treehouses. Students had fall and spring sales to sell some of their products and gain additional funds for other program activities. The arts and crafts periods have been interwoven with academic instruction to some extent. For example, students have written stories about the projects they are working on.

Part-time instructional aides assist with reading and math in each classroom. Parents have helped with arts and crafts activities, field trips, and math. A speech therapist is available to the program for 5-6 hours each week and an EH teacher works with some students. A psychologist worked with some classes for several days; in addition to testing, the psychologist assisted students with group meetings and role playing. A reading specialist was also available to the program. In addition to working with groups of students, this teacher supervises and coordinates reading tutors. A number of cross-grade tutors assist students with reading and art.

The program uses Sullivan program materials, and in the primary grades DISTAR. In math Sullivan materials are supplemented by Neufeld blocks.

All children in the program went to the Oakland Museum, to Marine World, and to the beach. In addition, the second and third grades went to the fire station and the fourth grade to San Juan Bautista.

SCHOOL 2000: Meyer School

PROGRAM GOALS

Students will develop self-respect and pride in achievement; independent, critical, and creative thought processes; an understanding of the effect of past, present, and future social changes on the individual and his world; and an awareness and appreciation of the likenesses and differences of people from many cultures.

PROGRAM HIGHLIGHTS

Stress is placed on problem-solving activities and on learning by discovery, inquiry, and doing. The curriculum emphasis is on the future. Students were asked to indicate what areas they would most like to learn about, and their responses formed the basis for individual special projects. Community resource people are often brought into the classrooms as speakers on such subjects as art, drugs, the stock market, alcoholism, space, science, lasers, government, and various cultures.

Several part-time aides who assist primarily with math and reading divide their time among the classrooms. Student teachers from an Industrial Arts Program at San Jose State College also served as part-time aides. A reading specialist works with some primary students. Several high school tutors work with students one hour each day, and cross-grade tutors are used. Parents have been active in the program; about 50 of them have participated in school activities. Many have presented mini-lessons in such fields as cooking, nutrition, art, and journalism. Parents will conduct a parent workshop on summer activities for the children, and on in-service training for parents who wish to assist in classrooms. All four teachers are involved in team teaching. Two of them work together in a large classroom; the other two work separately, but share the responsibility for the students.

Heavy use is made of individualized work and contracts; diagnostic tests were administered in the fall to determine appropriate contract placements in each subject. Stress has been placed on developing a

sense of self-direction and responsibility in each student. During the last 20 minutes of each day there is an evaluation session in which students evaluate themselves, their behavior and events, with the focus on improvement.

Every week a "Friday Faire" is held. Students are involved in the choice and planning process for these Friday activity sessions, that have included games such as chess or Monopoly, weaving, sewing, ceramics, woodwork, painting, science experiments, art, crafts, and gardening.

BRL Sullivan is used from kindergarten through the sixth grade as the major reading program, supplemented by SRA. In math both SRA and Sullivan are used.

The entire program went to the Future Fair at College of Marin, to NASA Ames, to Shakeys, and swimming. Other combinations of grades went on numerous field trips, including Tide Pools and Moss Landing, the Superior Court building, BART, and the San Jose Historical Museum.

INDIVIDUALIZED LEARNING: Miller School

PROGRAM GOALS

The development of individual creativity and the improvement of self-image will be encouraged; teachers' acceptance of students and of individual and group activities will decrease students' fear of failure; respect for self and others will be enhanced; students will learn how to use and care for materials.

PROGRAM HIGHLIGHTS

Students work primarily on an individual basis in the upper grades. In the lower grades students are given more guidance by the teacher so that they can be prepared for the additional responsibility and tasks they will need to perform in later grades. Staggered arrival times are used in reading and math classes in the lower grades (K-3) to promote more individualized instruction.

Contracts are used extensively in the upper grades. Teachers have assembled individual work packets based on observation and tests administered at the beginning of the year. Students work at their own pace on the contracts and are allowed to sequence the order in which they will do their work each day. If they wish, students can also use equipment in the learning centers or activity centers in each room (games, filmstrips, phonograph, art supplies). An environment wherein the teacher acts as a manager of learning experience is created. In most classes, students receive some form of recognition or reward when they complete a contract and are encouraged toward self-recognition for their accomplishments.

An aide spends an hour in each classroom daily, working with students who need help with reading. Student tutors from a local high school come to the school twice a week for twenty minute tutoring sessions with students. Cross-grade tutoring is also used. In addition, a student teacher assisted in the kindergarten classroom. A student in a federally supported work study program was involved with individual tutoring in the upper grade levels in the program.

A large variety of instructional materials is used in reading, including among others, most of the state texts, DISTAR, the Lippincott series, and SRA materials. Math also makes use of many materials in addition to state texts, including SRA, Sullivan Programmed Math and Scotts Foreman Math Games.

All classes went on an all day school picnic, bowling, and to the San Francisco Zoo. Field trips for the lower grades included the Junior Museum of Science, the Post Office and Fire Station. Students in the upper grades went to the Pinnacles National Monument and on a day and a half camping trip. Special projects included multi-cultural activities such as a Black History assembly, Mexican and Indian weaving; a kite day, magic show, puppet show and a reading contest.

MULTI-CULTURAL: Miller School

PROGRAM GOALS

The multi-cultural program emphasizes the development of basic academic skills and an appreciation of diverse cultures. Another focus of the program is to increase students' awareness of human relations and to develop self-pride and respect for others.

PROGRAM HIGHLIGHTS

Students rotate through eight-week units on Hawaiian, Black, Japanese and Mexican cultures. Since each instructor teaches one of the cultural studies, students are exposed to a number of different teachers. For one additional eight week period, students study an additional cultural area with their regular teacher who chooses an area of study for this unit. The cultural studies classes have made extensive use of special guests, folk dancing, food tasting, musical instruments, folk art, games, field trips, customs, history, geography, poetry and songs.

During the first three periods of each day, students study basic academic subjects--reading, language arts, math, health and science. These subjects are taught in self-contained classrooms. Small groups are used extensively in academic classes. Spanish is taught twice a week to all students in the program. ESL (English as a Second Language) is available for those students who can profit from it.

Four part-time aides are used in the program primarily in reading and math classes. Five parents also volunteer an hour each day to assist with cultural studies classes and individual tutoring. A number of high school tutors work with students in each room for half an hour twice each week. Teachers also use peer tutors within the classrooms. Four student teachers have assisted with the Mexican studies classes.

The Total Reading Program is used at all grade levels. This approach is a complete language arts program integrating reading, writing, spelling, speech, and a decoding phonetic approach. Staggered arrival times are used by some teachers to achieve smaller class size and greater homogeneity in reading classes.

To a large extent, the program currently relies on the State text-book series for Math, supplemented by Sullivan materials.

Many students took trips to San Francisco--to the zoo, Maritime Museum, culture center, tea garden and the bay cruise. Other major field trips included Vasona Park, San Jose airport and snow trips. Special projects with a multi-cultural orientation included a Black History soul dinner, a Cinco de Mayo program, a Hawaiian Luau and a Cherry Blossom Festival.

ACADEMIC SKILLS: Miller School

PROGRAM GOALS

Students will acquire basic academic skills, feelings of self-worth, social interaction skills, increased self-discipline and creativity, and increased respect for personal and public property.

PROGRAM HIGHLIGHTS

The program stresses the acquisition of basic academic skills in an atmosphere of consistency, routine, and structure. The reading program is ungraded; students are grouped according to needs rather than grade level. Staggered arrival times are used to facilitate smaller and more homogeneous class size in reading. Some students switch from one classroom to another for reading in grades 1 through 6, in order to receive instruction appropriate to their skill level. Several teachers also switch classrooms for spelling, reading, math, and social studies.

In reading and math, several aides and 22 cross-grade tutors closely supervised by the teacher assist with instruction. Nineteen high school tutors also spend one-half hour twice weekly working with the students. Informal peer tutoring is encouraged. A speech therapist has worked with a number of the students in the program.

State texts are supplemented by DISTAR, SRA, and SWRL programs in reading; math uses state texts supplemented by Sullivan in grades 3 and 4 and SRA math kits in grades 5 and 6.

All students in the program went to the Oakland zoo, Alum Rock Park, Angel Island, Marine World, the Steinhardt Aquarium, and the Japanese Gardens. In addition, some classes saw "Sounder" and some visited Pinnacles National Monument, among other field trips.

THREE R's PLUS: Pala School

PROGRAM GOALS

Program goals include the following: providing a stimulating academic atmosphere, building constructive attitudes toward society, enabling each individual to function as a responsible member of his group and of society, providing for individual academic needs, enabling each student to reach his maximum scholastic achievement, and helping each individual develop feelings of self-worth.

PROGRAM HIGHLIGHTS

Unlike the usual departmentalized classes in a middle school, classes are self-contained. Individual contracts are used extensively in the program which is designed to provide for individual academic needs.

Students in the program who are ready for pre-algebra and algebra go to the Resource Center for math lessons. Students in need of extra help are able to go to the Pala Prescription Center, and all students participate in the Learning Center enrichment activities.

Although no aides are used in the program, a number of high school students serve as tutors several hours each week, assisting students with reading and math assignments. They also help in correcting papers. Some of the students enrolled in the program have also served as tutors for classmates. An art teacher comes to each class once a week and has taught lessons on perspective drawing, lettering, pottery, water color, figure drawing, and design.

SRA materials are used extensively in addition to state texts in reading. In math state texts are supplemented by SRA kits.

All students in the program saw "Sounder" and went on one additional field trip to the Golden Gate Science Center, Sacramento, San Francisco, Monterey, or City Hall.

CREATIVE ARTS: Pala School

PROGRAM GOALS

To give the student an understanding of the worlds of home and industry so that the student can more effectively integrate himself into a constantly changing world. To provide a problem-solving, decisionmaking environment in the classroom.

PROGRAM HIGHLIGHTS

The Creative Arts program provides students with intensive courses in home economics or shop, in addition to regular academic classes and PE. Instruction in reading, language arts, and social studies is taught as a self-contained core. For math, shop, home economics, and PE, students go to other classrooms.

Students receive an average of three hours of instruction in core courses per day. There are two hours of core courses on one day, four hours the next. In home economics and shop, students spend six hours (three 2-hour periods) one week, four hours the next (two 2-hour periods). Math and PE instruction are scheduled for one hour each day. Girls receive instruction in home economics, while boys participate in shop classes.

Throughout the program, teachers have selected materials which are suited to the level of students' needs. Attempts have been made to group students homogeneously; however, in all classes, any students who are far ahead of the group in a subject area work at their own pace on appropriate materials. Several attend an algebra or pre-algebra class at the Pala Resource Center rather than the regular math class.

In addition to concentrating on reading, language arts, and social studies, the core courses also emphasize research skills such as the use of library reference materials. Also included in the core courses were videotape exercises to develop public speaking, individual assignments, and work on developing content and critical reading skills.

In home economics, girls worked on units on child care, cooking, interior decoration, personal hygiene and grooming, sewing, table etiquette, and nutrition. Boys' shop projects included printing, woodwork, and acrylic projects. Students learned to identify and work with four different kinds of wood and made wooden lamps. Safety in working with tools is stressed heavily.

The Creative Arts staff hold daily meetings during lunch to talk over problems and ensure that all teachers are using consistent approaches with the students. If a problem develops with a student, the faculty invites a counselor or psychologist for a consultation. A counselor and consultant held some group counseling sessions for approximately forty students in the program. Topics for discussion included communication, attitudes, and self-concept. During parent conferences, parents have an opportunity to talk with a group of teachers rather than just one.

A number of aides are involved in the program either full- or part-time. Included in their duties are tasks such as initiating contact with aprents, tutoring, supervision of students during the noon hour, arranging classroom materials, and art lessons. Aides also helped to prepare for the Cinco de Mayo celebration.

State texts were the major instructional materials in reading, supplemented by Scope and Search magazines. In math, state texts were used in conjunction with SRA and Creative Publications.

Field trips included two visits each to the Oakland Museum and the Museum of National History, plus trips to Golden Gate Park, Campbell Rock Museum, and to see "Sounder."

FINE ARTS: Pala School

PROGRAM GOALS

Students with special interests in music and art will have an opportunity to concentrate in these areas; at the same time, they are being taught basic subjects. Each child will have an opportunity to develop unique talents at his own level of interest and ability.

PROGRAM HIGHLIGHTS

Music students have an opportunity to learn to play individual instruments such as drums and guitars and to participate in group activities such as orchestra, choir, a rock band, and folk dancing. Art students' curriculum starts with basic principles such as perspective drawing and includes painting and ceramics. One instructional aide teaches guitar and rock band; another teaches vocal music.

Students in the program are grouped by ability for reading and math. Those who are taking pre-algebra or algebra go to the Resource Center for math instruction.

Where possible, interest in art and music is used as a bridge to academic subjects. For example, folk music was the basis for a lesson that emphasized listening skills, and words from the area of arts and crafts formed the basis for a language arts lesson in spelling, word meaning, and dictionary usage.

In reading, state texts are supplemented by MacMillan materials and Scope newspaper. Math relies mainly on Addison-Wesley state texts.

Students have taken field trips to the Oakland Art Museum, to Alum Rock Park for sketching and painting, to Stanford University, and to see the movie "Sounder."

A "Fine Arts Faire" evening was held for students in the program and their parents. A potluck dinner was served; art work was displayed; art students demonstrated painting and using a potter's wheel and various music groups performed.

MATH-SCIENCE: Pala School

PROGRAM GOALS

Program goals include teaching the students to write clear reports, read science and math materials with comprehension, use a dictionary, and demonstrate facility in the use of addition and multiplication facts. Students also learn to write experimental results in scientific terms and to perform experiments in a safe and organized manner.

PROGRAM HIGHLIGHTS

Students receive instruction in science from one teacher and in math, social studies, and language arts from the other teacher in the program. During science classes, students work on an individual basis. They may work singly or in pairs; their work is self-paced. Class size in science classes is smaller than other classes in the program. This allows the instructor to give a greater degree of autonomy to the students, and facilitates closer supervision of the experiments and equipment.

Half the students have science, spelling, and an elective class with one teacher for three hours each morning; their afternoon is spent with the other instructor in math, social studies, and language arts classes. The other group of students follows a reverse schedule.

Rotating teams of students assist the science teacher by checking out equipment and supplies for the class. No aides or tutors are used in the program. Students in need of extra help go to the Pala Learning Center, Prescription Center, or to the speech therapist.

The elective subjects offered in the program have included botany, gardening, earth-science, ecology, geometric drawing, slide rules, and probability. Each elective sequence lasts for approximately five weeks; students choose the subject they wish to study each time a new sequence begins.

The program relied primarily on Scholastic publications in reading, Creative Publishers math materials, and used two National Geographic Science units. Field trips included visits to the San Francisco Academy of Sciences, San Francisco Zoo, a sewage treatment plant, tide pools, and NASA Ames Research Center.

APPENDIX A

Classroom Observation Checklist

INSTRUCTIONAL STRATEGY

	Read	L.A.	Math	Soc. St.	Sci.	Rec.	Arts	Music
Staffing								
Single teacher								
Team-teaching								
Aides								
Peer tutor								
Groups								
Small groups								
Whole class								
Individual								
Student Activities								
Desk Work								
Participate in disc.								
Games								
Blackboard								
Painting, drawing								
Reciting								
Seek information								
Move about room								
Independent work								
Projects								
Answer questions								
Read aloud								
Sing, play instru.								
Teacher Activities								
Lectures								
Makes explanation								
Introduces, sub., act.								
Reads to class								
Drills								
Review material								
Quizzes								
Questions: factual								
open-ended								
Makes assignment								
Gives demonstration								
Answers questions								
Introduces, leads game								
Shows video tape film								
Plays record								

1. Academic
2. Artistic
3. Recreational/Social
4. Procedure

} Type

ACTIVITY SEQUENCE

Time	Type	

CLASSROOM RESOURCES

	In-Use					Resources	
	Indiv.	Auto.	Group	Dir.		Est. Q.	Strd.
Audio/Visual							
Records; phonographs							
Cassette, tape rec.							
Musical instruments							
Slide projector							
Movie projector							
Cards							
Flannelboards							
Maps, charts							
Pictures							
Specimens							
Plants							
Pets							
Science materials							
Toys, games							
Overhead projector							
Art supplies							
Manipulative devices							
Filmstrips							
Kinds of Books							
Reference							
Textbooks							
Workbooks							
Progm instruc.							
"Free reading"							
Supp. text							
"Readers"							
Encyclopedias							
Comm. Instruc. Mat.							

APPENDIX B

Information Package for Meetings with Mini-School Faculties In the Spring

WHAT THE MINI-SCHOOL FACULTY/RAND MEETING IS ALL ABOUT

Who will be involved?

- The mini-school faculty
- Rand--Midge Rapp
  Sue Haggart

Why are we meeting?

- To develop a final program description that combines your knowledge with the information we have gathered through classroom observation.

What should your mini-school expect to get out of the meeting?

- A description of the program that may be useful to you in the future.
- A summary of resources needed that can serve as a guide for future planning.
- Impressions of the program from an outsider's point of view.

What does Rand expect to get out of the meeting?

- A general program description which bears your seal of approval as the mini-school faculty.
- A more detailed description of the resources used in the program.

How can you help improve the results of the meeting?

- Fill in the details asked for in Forms 1 through 4.
- Jot down comments or observations about your program you would like to discuss.
- Read critically our preliminary program description; mark changes on your copy.

What have we done to prepare?

- Designed the forms to get some of the detailed information out of the way before the meeting.
- Developed a preliminary program description for your comment.
- Organized the information we have about your program.

When is the meeting?

- Date: _____
- Time: _____

School: _____ Program: _____

Grade Levels in Classroom: _____

FORM 1--DOCUMENTATION OF MAJOR PROGRAM CHANGES

Please list, in chronological order, major changes in your program since September of 1972. For each change, give the nature of the change, the approximate date, and the reason for the change. One or two sentences should be enough; you will have an opportunity to discuss the changes in more detail during our meeting.

School: _____ Program: _____

Grade Levels in Classroom: _____

FORM 2--ESTIMATED ALLOCATION OF CLASSROOM TIME

For each subject, please given an estimated time per week. If you don't teach the subject, fill-in a zero. If you need more subject spaces, divide a space into two with a slash. For example, if there is a separate health studies period--show Science/Health and 90/40 for the time.

Please remember that this is student instructional and activity time. If you have students on a staggered schedule, give the estimated time for only one group.

Grades / Subject Areas	Estimated Minutes Per Week by Grade								
	K	1	2	3	4	5	6	7	8
Language Arts (a)									
Reading									
Arithmetic									
Social Studies									
Science									
Art									
Music									
Program Activity (b)									
Physical Education									
Recess and Breaks									
Daily Routine (c)									
Total Minutes									

(a) Includes: Oral/written expression, spelling, handwriting, foreign languages.

(b) Briefly describe on the back of this page the nature of the activities.

(c) Includes: Opening exercises, lunch, pupil-teacher planning.

School: _____ Program: _____

Grade Levels in Classroom: _____

FORM 3--MAJOR INSTRUCTIONAL MATERIALS USED

Please list the major instructional materials used. (As a criterion, consider importance rather than dollars spent.) Give publisher and/or author, if applicable--e.g., BRL-SILAS or Mayne/Ferguson Math Program and indicate grade levels where materials are used.

READING		MATHEMATICS	
MATERIALS	GRADES	MATERIALS	GRADES

OTHER SUBJECTS--SPECIFY SUBJECTS

School: _____ Program: _____

FORM 4--FIELD TRIPS AND SPECIAL PROJECTS

Please list the field trips you have taken this year, including those planned for the rest of the year. Show grade levels involved and give an estimate of time--2 hours, half a day, all day.

FIELD TRIP	DURATION	GRADES

For special projects or activities, briefly describe the project, the grades involved, the number of students participating (the whole class or different projects for different groups of students).

APPENDIX C

Examples of the Three Iterations in Developing the Program Descriptions

In this Appendix examples are presented of the series of program descriptions that were written for the Pala-Creative Arts Program and the Goss-Developmental Reading School. No particular significance should be attributed to the selection of these specific programs. They were chosen as being representative of all three iterations in the development of all twenty-two final program descriptions.

First Iteration

PRELIMINARY PROGRAM DESCRIPTION

DEVELOPMENTAL READING: Goss School

I. PROGRAM GOALS:

Students will develop their reading and communication skills, as well as feelings of pride and self-worth.

II. MAJOR PROGRAM FEATURES:

Primary emphasis will be placed on reading and communication (oral and written). Representative parents will constitute a parent advisory board. Workshops in reading, math and other subjects will also be held to help parents help their children. ESL components will be added as needed.

III. CLASSROOM INFORMATION

A. INSTRUCTIONAL STRATEGY

1. Staffing: In addition to the teacher, an aide spends 1-1/2 hours daily in each classroom. The aides are used primarily to work with small groups of students in reading or math. In one class, the aide performs clerical duties and provides crafts activities for the students. Student tutors are used extensively in the primary grades and Kindergarten. These tutors are fifth and sixth graders. They are assigned a group of students and the teacher provides them with written tutorial instructions and supervision. A high school girl also works with some students in a first grade classroom; she receives credit for her work. A reading specialist and a speech therapist also work with a number of the students in the program for a few hours each week. Four first grade students participate for 1/2 hour daily in an ESL program.

2. Grouping: The Kindergarten class used small groups in all subjects.

In the primary grades, reading was taught primarily with a small group approach. Social studies, language arts, and science classes used a whole class approach.

In the upper elementary grades, reading and math classes also used small groups. One of the math classes used an individual approach. In Spanish and social studies classes, the whole class participated in the lesson.

B. GRADE LEVELS:

Students from kindergarten through grade 6 are enrolled in the program. A breakdown of the class groupings follows:

(1)	K	(6)	3-4
(2)	1	(7)	4-5
(3)	1-3	(8)	5-6
(4)	2-3	(9)	6
(5)	3		

C. NUMBER OF CLASSROOMS: Nine

D. NUMBER OF STUDENTS: Approximately 300

E. CLASSROOM ACTIVITIES:

1. Kindergarten: In the Kindergarten class, students worked in small groups in all subject areas. The teacher and aide alternated between groups. The students participated in language exercises, physical exercises designed to improve coordination and self-image, and mathematics exercises (counting and number recognition). Recreational activities included singing, painting, drawing pictures, playing with games or listening to cassette headphones. One group of students is currently engaged in a beginning reading sequence.

Throughout these activities, students were involved in desk work, discussions, and answering questions. The teacher asked questions, drilled the student, and reviewed material.

2. Primary Grades: Students spend a great deal of time in small group exercises in reading classes. Extensive use is made of student tutors and aides to individualize instruction in the reading groups. They are involved in reading aloud, reciting, and answering questions. In other subject areas--science, language arts, and social studies--they work as a class. In these subjects, they answer questions, recite, and read. One language arts class watched the Electric Co. on TV.

3. Upper Elementary Grades: In reading and math, students spend a great deal of time in small group activities--reciting, answering questions, and reading aloud. In social studies and Spanish, students were involved in desk work and recitation as a class.

In one class of third and fourth grade students, staggered reading groups are used. Students have a creative writing period once a week. A reading specialist teaches Total Reading.

One class of sixth graders uses an individual approach in all subjects. Students schedule their own work and work on contracts. Each student is responsible for developing one week of lesson plans during the year. Students are also responsible for leading some class lessons. Student officers effectively take care of all classroom business.

Students have been selected for classrooms according to their perceived academic needs. Teachers appear to have made attempts to organize classroom activities accordingly. Special study areas and field trips have been designed.

In the Fall, teachers held an elective program for one week. Students chose courses in drama, macrame, or crocheting. The course lasted one hour per day for one week.

G. PROGRAM ACTIVITIES AND TRIPS:

Several of the classes in the Developmental Reading program have already taken field trips. For example, one class took an all day bus tour through the county and another trip to San Jose State College to see a children's play. Another class took a train trip to

Palo Alto to see a Junior museum. All of the classes went to see Sounder. Other trips planned for the coming months include an all week camping trip for one class, an excursion to the beach for another class, and a trip to San Francisco to a Japanese tea garden for another class involved in a Study Unit on Japan. This class also held a Japanese luncheon. Students selected foods for the lunch and the teacher prepared it.

H. PROJECTS:

The students participating in the study unit on Japan constructed small replicas of Japanese houses, some of them complete with sliding windows and doors. In one of the primary grades, students were involved in making pictures for the front of a folder on the planets.

Second Iteration

INTERIM PROGRAM DESCRIPTION

DEVELOPMENTAL READING: Goss School

I. This program places primary emphasis on developing students reading and communication skills (oral and written) and giving the students feelings of pride and self-worth. Staggered arrival times are used to facilitate small group instruction in reading classes; extensive use is also made of student tutors and aides. Representative parents constitute a parent advisory board. Reading and math workshops have also been held for parents to familiarize them with study habits and home activity and to explain solutions to math problems.

An English as a second language component is also part of the program; a number of students participate in these classes.

II. Four aides are employed by the program. Their primary function is to help with instruction in reading and math. In some classrooms, they perform clerical duties.

Student tutors are used extensively in the primary grades and Kindergarten. These tutors are fifth and sixth graders selected by their teachers because they can both keep up with their own work and benefit from helping the younger students. Most of them have exhibited an ability to work independently. Occasionally a youngster is chosen as a tutor because a teacher feels that it will enhance his feelings of self-worth. Tutors meet with the teachers in order to establish standards of behavior, and the teacher provides them with written tutorial instructions and supervision. Several high school girls also work with some students in primary classrooms; they receive academic credit for their work. A reading specialist and speech therapist also work with a number of the students in the program for several hours each week.

Students have been selected for classrooms according to their academic needs. Pre-tests administered in the fall helped to determine academic levels. Teachers have organized classroom activities accordingly and special study areas and field trips have also been designed.

In the fall, teachers held an elective program for one week. Students chose courses in drama, macrame, crocheting, cooking, art, creative dancing, carpentry, and puppets. The elective class lasted for one hour daily.

In reading and math classes, students do a great deal of small group work.

a. Field trips

	Duration	Grades
Pumpkin patch	1-1/2 hours	K
Aquarium	5 hours	K - 2
Train trip to Palo Alto	5 hours	K
Zoo	6 hours	K - 2
Beach	4 hours	K
San Jose Library	2 hours	1 & 2
Hospital	2 hours	
Aquarium	All day	
Zoo	All day	
Police sub-station	2 hours	
de Anza Planetarium	2 hours	
Oakland Museum	All day	4 & 5
Sounder	4 hours	
Winchester House	All day	
Santa Clara Mission	All day	
Aquarium - Japanese tea garden	All day	
Sound of Music	4 hours	
San Francisco Zoo	All day	
Santa Clara County Tour	All day	5 & 6
Sounder	4 hours	
Sound of Music	4 hours	
Man Who Killed Time	4 hours	
Santa Clara County Civic Auditorium	4 hours	6
Aquarium	All day	1 - 3
Mission San Jose	All day	
San Francisco Zoo	All day	
Kelly Park, Downtown San Jose	All day	
Sound of Music	4 hours	
Sounder	4 hours	3

a. Field trips (cont.)

	Duration	Grades
Art Gallery	1 hour	3 & 4
Sounder	3 hours	
Sound of Music	3 hours	
Aquarium and Japanese tea garden	All day	
Santa Clara Mission	All day	
Winchester House	4 hours	
Oakland Museum	All day	
Aquarium	All day	1 - 3
Mission San Jose	All day	
Downtown San Jose Park	All day	
San Francisco Zoo	All day	
Sound of Music	4 hours	

b. Special Projects

	Grades
Behavior modification	4 & 5
Animal classification	
Choral reading	
Insect observation	
Japanese projects	
Ecology	
Class play	
Mother and Father Day Gifts	6
Flags of Mexico	
Basketball team Cheerleading Group about 12 kids in each	1-2-3
Space folder	2 - 3
Space display	
Skits and puppets about election process	3 - 4
Skits and songs regarding Martin Luther King	3 - 4
Black History	4
Cinco de Mayo activities	3 - 4
Cooking	1 - 2 - 3

3. Major Instructional Materials

a) Reading

	Grades
SRA hardbacks Literature series (2) Concepts in reading Paperbacks	4 & 5 5
Total reading MacMillan SRA Pilot Library Torchlighter Library Lippincott	2 & 3
Harper and Row MacMillan Total Reading Tape Recorder, cassettes, games, filmstrips	3 & 4
Words in Color Harper and Row	1 & 2
Lippincott Manning Diagnostic Total Reading Johnson	1
SWRL Beginning Lippincott	K
Seven Seas Arrivals and Departures	5 & 6
Total Reading SRA Scott Foreman	6

b) Math

Houghton-Mifflin	2 & 3
Houghton-Mifflin Tape Recorder; games, film strip, peg boards	3 & 4
Houghton-Mifflin Addison-Wesley Geo-boards Neufeld-Lucas Kit A	1

b) Math

	Grades
Modern School Math - Houghton Mifflin Sets and Numbers - Suppes and Suppes TRY materials - Noble and Noble	K
State text	4 - 5
Modern Math text	5 - 6
Learning about Measurement Clock arithmetic	6

c) Other

Concepts in Science Classroom kit	2 & 3
Weekly Reader - Soc. Studies Peabody Language Kit	1 & 2
Growing with Music (records) Exploring with music (records Rhythm instruments	1
People in Action - F&G Shaftel	K
B Building pre-reading skills - Kit A (State text)	

d) Program Changes

(1) A quiet corner was added in grades 3 and 4 so students could read or play quiet reading or math games.

(2) Taped lessons in spelling and reading and the total reading program were added in grades 3 and 4.

(3) Electric Co. was used in grades 1, 2, 3.

(4) Small group math changed to individual in kindergarten.

(5) Changed lower level readers from Scott Foreman to Total Reading Program, grade 6.

Third Iteration

FINAL PROGRAM DESCRIPTION
DEVELOPMENTAL READING: Goss School

PROGRAM GOALS

The emphasis of the program is to meet the needs of individual students, to develop their reading and communication skills, and to foster feelings of pride and self-worth.

PROGRAM HIGHLIGHTS

Oral and written communication are stressed. Classes are non-graded in reading and math, with students grouped on the basis of diagnostic tests. A program, previously successful at Goss, that provides step-by-step methods of learning basic reading skills is used.

Four aides who spend an hour and a half daily in each classroom help with instruction in reading and math. Student tutors from the fifth and sixth grades are used extensively in the kindergarten and primary grades. They are selected by their teachers because they can both keep up with their own work and can benefit from helping the younger students. Student tutors meet with the teachers to establish standards of behavior and the teachers provide them with tutorial instructions and supervision. Several high school students work with some students in primary classrooms; they receive academic credit for their work. A reading specialist and a speech therapist devote several hours each week to program students. Staggered arrival times are used throughout the program to facilitate smaller, more homogeneous reading groups.

The reading component makes extensive use of SRA, MacMillan, and Harper & Row materials, as well as the Total Reading program. In math, state texts are supplemented by Geo-boards, Neufeld-Lucas kits, and Clock Arithmetic.

All students in grades 1 through 6 saw "Sounder" and "The Sound of Music." Other trips included the San Francisco Zoo for all primary grades; the Oakland Museum. Aquarium, and the Santa Clara Mission for most of the upper grades.

Special projects included a sixth-grade class play, Cinco de Mayo activities, ecology projects, and cooking.

In the fall, teachers held an elective program for one week. Students chose courses in drama, macrame, crocheting, cooking, art, creative dancing, carpentry, and puppets. The elective class lasted for one hour daily.

Reading and math workshops have been held for parents to familiarize them with the program and to enlist their aid in working with their children on homework assignments.

First Iteration

PRELIMINARY PROGRAM DESCRIPTION
CREATIVE ARTS PROGRAM: Pala School

I. PROGRAM GOALS:

Students will receive necessary academic preparation for high school in reading, language arts, and mathematics.

II. MAJOR PROGRAM FEATURES:

The program is based on three components--traditional knowledge, knowledge of practice, and practice.

III. CLASSROOM INFORMATION

A. INSTRUCTIONAL STRATEGY:

1. Staffing: In addition to the teachers, several aides are present in the classrooms. Some of the aides work part-time, others are employed full-time. Some aides do clerical work in the classroom, while others work with small groups of students.

2. Grouping: In most classes, students work on a whole class basis. In one language arts class an aide worked with one group while the instructor worked with another group.

B. GRADE LEVELS:

Students from grades 6, 7, and 8 are enrolled in the program. In all courses (core, math, PE, home economics, and shop) attempts have been made to place students from only one grade level in each class.

C. NUMBER OF CLASSROOMS: Seven

D. NUMBER OF STUDENTS: About 217

E. CLASSROOM ACTIVITIES:

There are seven classrooms in the Creative Arts Program. In three of the classrooms, instructors teach core courses (reading, language arts, and social studies). In the remaining classrooms, one instructor teaches math, one instructor teaches shop, one instructor teaches home economics, and one instructor teaches a self-contained core and math class. The self-contained class was added to relieve the heavy load in other classes. Students in this class also receive outside instruction for shop, home economics, and PE.

Students receive an average of three hours of instruction in core courses per day. They receive two hours of core courses on one day, four hours the next; the same sequence is repeated each week. In home economics and shop, students spend six hours (three two-hour periods) one week, four hours the next (two two-hour periods). Math and PE instruction is scheduled for one hour each day. Girls receive instruction in home economics; boys participate in shop classes.

In the core courses, students work on basic spelling, reading, and social studies. Some of their time is spent in completing sentences in workbooks and reading stories. Teachers have selected materials which are suited to work at the level of students' need. An action kit which stresses building a basic reading vocabulary is used with students functioning at the 2nd to 4th grade level. The Imagination books are used with students functioning at the 4th to 6th grade level. Attempts have been made to group students homogeneously in classes; however, this was not always possible. In one class, some students at one level work on the Action books while another group of students work on the Imagination books. In all classes, any students who are far ahead of the group in a subject area work at their own pace on appropriate materials. Some of these students do extra work in the Library. In addition, several attend an algebra class rather than the regular math class.

In one core classroom, students who finish their assignments ahead of the class are allowed to play chess. Chess tournaments are also held once each week.

In the home economics class, girls are studying nutrition, cooking, and sewing. Boys have made wooden lamps in the shop class.

G. ACTIVITIES AND TRIPS:

Students in the creative arts program have participated in a group picnic and also went to see Sounder. Faculty held the picnic for students as a reward for good efforts and behavior. Other trips are planned for the spring.

Individual teachers have also taken their students on class field trips. Included in these trips have been trips to San Francisco's Golden Gate Park and Museum, the Ferry Building, the Division of Mines, an Egyptian museum, and a tour through a local winery.

H. PROJECTS:

In home economics and shop classes, students have worked on cooking, sewing, woodworking and other projects.

Second Iteration

INTERIM PROGRAM DESCRIPTION

CREATIVE ARTS PROGRAM: Pala School

I. Program Features

The Creative Arts Program provides students with intensive courses in home economics or shop, in addition to regular academic classes and PE. Students receive instruction in reading, language arts, and social studies, in self-contained classrooms. For math, shop, home economics, and PE they rotate to other classrooms.

II. Program Highlights

1. Instructional strategy:

A number of aides are involved in the program either full or part-time. Included in their duties are tasks such as initiating contact with parents, tutoring, supervision of students during the noon hour, arranging classroom materials, and art lessons. Aides also helped to prepare for the Cinco de Mayo celebration.

Three of the instructors in the program teach core courses (reading, language arts, and social studies). Another instructor teaches math, one instructor teaches shop, one instructor teaches home economics, and one instructor teaches a self-contained core and math class. The self-contained class was added to relieve the heavy load in other classes. Students in this class also receive outside instruction for shop, home economics, and PE.

Students receive an average of three hours of instruction in core courses per day. There are two hours of core courses on one day, four hours the next. In home economics and shop, students spend six hours (three 2-hour periods) one week, four hours the next (two 2-hour periods). Math and PE instruction are scheduled for one hour each day. Girls receive instruction in home economics, while boys participate in shop classes. Throughout the program, teachers have selected materials which are suited for the level of students' needs. Attempts have been made to group students homogeneously; however, in all classes, any

students who are far ahead of the group in a subject area work at their own pace on appropriate materials. Several attend an algebra or pre-algebra class at the Pala Resource Center rather than the regular math class.

In addition to concentrating on reading, language arts, and social studies, the core courses also emphasize research skills such as the use of library reference materials. Also included in the core courses were videotape exercises to develop public speaking, individual assignments, and work on developing content and critical reading skills.

In home economics, girls receive units on child care, cooking, interior decoration, personal hygiene and grooming, sewing, table etiquette, and nutrition. They work on a number of intensive projects in each area. The boys work on a number of projects in shop also. Included among these projects were printing, woodwork, and acrylic projects. Students learned to identify and work with four different kinds of wood and constructed wooden lamps. Safety is stressed heavily.

The Creative Arts staff hold daily meetings during lunch to talk over problems and ensure that all teachers are using consistent approaches with the students. If a problem develops with a student, the faculty invites a counselor or psychologist for a consultation. A counselor and consultant held some counseling sessions for approximately forty students in the program. Some of the concepts worked on in these sessions included communication, attitudes, and self-concept. During parent conferences, parents have an opportunity to talk with a group of the teachers.

2. Field trips

	Duration	Grade
Picnic to the park	All day	6-7-8
Oakland Museum - twice	All day	6-7-8
Movie - Sounder	All day	6-7-8
Museum of National History - twice	All day	6-7-8
Boys toured tract building activity	All day	6-7-8
Golden Gate Park	All day	7 - 8
Ferry Building Division of Airlines	All day	7 - 8
Campbell Rock Museum & Winery	All day	7 - 8

Special projects

Boys in shop installed chain link fence 8 feet tall 200 feet long	120 boys	6-7-8

3. Major Instructional Materials

Reading

Major State Texts	6-7-8
Scope	
Search	
Ditto books - English	
Coed	
Current Events	
Prentice Hall Individual reading kit	
Classroom Library	
Action Library	
State Speller	

Mathematics

State text (sparingly)
SRA in research center
Numbers in the news
Creative publications

Other

Teen guide for Hike	6-7-8
Know your world (Soc. St.)	6-7-8
Filmstrip - projections (Home Ec.)	

4. Program Goals:

Students will receive the necessary academic preparation for high school in reading, language arts, and mathematics.

5. Program Changes:

(a) Content in core program in shop class was adopted due to student interest.

(b) Classes were re-grouped to be co-educational and according to grade levels (as far as possible).

(c) Social studies was included in core classes.

(d) Staffing was changed due to need.

(e) Time arrangement for core courses was changed.

Third Iteration

FINAL PROGRAM DESCRIPTION

CREATIVE ARTS PROGRAM: Pala School

PROGRAM GOALS

To give the student an understanding of the worlds of home and industry so that the student can more effectively integrate himself into a constantly changing world. To provide a problem-solving, decisionmaking environment in the classroom.

PROGRAM HIGHLIGHTS

The Creative Arts program provides students with intensive courses in home economics or shop, in addition to regular academic classes and PE. Instruction in reading, language arts, and social studies is taught as a self-contained core. For math, shop, home economics, and PE, students go to other classrooms.

Students receive an average of three hours of instruction in core courses per day. There are two hours of core courses on one day, four hours the next. In home economics and shop, students spend six hours (three 2-hour periods) one week, four hours the next (two 2-hour periods). Math and PE instruction are scheduled for one hour each day. Girls receive instruction in home economics, while boys participate in shop classes.

Throughout the program, teachers have selected materials which are suited to the level of students' needs. Attempts have been made to group students homogeneously; however, in all classes, any students who are far ahead of the group in a subject area work at their own pace on appropriate materials. Several attend an algebra or pre-algebra class at the Pala Resource Center rather than the regular math class.

In addition to concentrating on reading, language arts, and social studies, the core courses also emphasize research skills such as the use of library reference materials. Also included in the core courses were videotape exercises to develop public speaking, individual assignments, and work on developing content and critical reading skills.

In home economics, girls worked on units on child care, cooking, interior decoration, personal hygiene and grooming, sewing, table etiquette, and nutrition. Boys' shop projects included printing, woodwork, and acrylic projects. Students learned to identify and work with four different kinds of wood and made wooden lamps. Safety in working with tools is stressed heavily.

The Creative Arts staff hold daily meetings during lunch to talk over problems and ensure that all teachers are using consistent approaches with the students. If a problem develops with a student, the faculty invites a counselor or psychologist for a consultation. A counselor and consultant held some group counseling sessions for approximately forty students in the program. Topics for discussion included communication, attitudes, and self-concept. During parent conferences, parents have an opportunity to talk with a group of teachers, rather than just one.

A number of aides are involved in the program either full- or part-time. Included in their duties are tasks such as initiating contact with parents, tutoring, supervision of students during the noon hour, arranging classroom materials, and art lessons. Aides also helped to prepare for the Cinco de Mayo celebration.

State texts were the major instructional materials in reading, supplemented by Scope and Search magazines. In math, state texts were used in conjunction with SRA and Creative Publications.

Field trips included two visits each to the Oakland Museum and the Museum of National History, plus trips to Golden Gate Park, Campbell Rock Museum, and to see "Sounder."

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